

USING TECHNOLOGICAL RESOURCES TO ENGAGE AND
SUPPORT SYNCHRONOUS AND ASYNCHRONOUS
READING FOR ENGLISH LANGUAGE LEARNERS

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Abstract

In recent years, teachers have implemented technology into their teaching instruction to innovate the content and engage their students with the lessons. Likewise, during Covid -19 pandemic, teachers were forced to change their traditional teaching instruction to synchronous and asynchronous instruction. They had to research appropriate digital resources to use in their teaching instruction. Therefore, this paper aims to present a website that has been designed to benefit teachers and students in the teaching-learning process using synchronous and asynchronous education. This website provides digital resources to develop English language learners' vocabulary acquisition, oral reading fluency, and reading comprehension. Teachers can use these resources to encourage, engage, and support ELLs to scaffold their reading and vocabulary. The website provides lesson plans templates to use in asynchronous and synchronous settings. Teachers can use these lesson plans templates to prepare their lessons and adapt them to their students' needs. Additionally, academic articles have been included in the teachers' section of the website for teachers willing to know about teaching online. Engaging resources for students are retained on the website, where they can find exciting and entertaining reading passages and games to develop reading skills.

Dedication

I want to dedicate this achievement to my family, who always supported and encouraged me despite the distance. I would especially like to dedicate this achievement to my husband, Raul Salomon Reyes, for his support throughout this challenging process; without his love, support, and encouragement, it would not have been possible to achieve one of my academic goals.

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Chapter 1: Introduction

"Learning happens anywhere and can be synchronous or asynchronous, formal or informal" (Parris et al., 2017, p. 16). When technology is involved in the teaching-learning process, learning strategies can be affected; therefore, educators must look for appropriate resources and strategies to teach virtually to help students obtain meaningful learning. Over the past years, many teachers have changed their traditional instruction to teach synchronous and asynchronous learning.

Synchronous learning can be defined as flexible learning that allows learners and facilitators that are geographically separated to communicate using multimedia tools and interactive platforms to interact in live virtual environments (Phelps & Vlachopoulos, 2019). Asynchronous learning is flexible learning for students and facilitators geographically separated from teachers using multimedia tools and platforms to interact; however, there is no live interaction between the learners and facilitators in asynchronous learning. As teachers always have to be open-minded to new learning opportunities and use the tools, we have to provide quality teaching. Learning how to use these two types of online learning was one way for us to grow as teachers and helped us to understand technology better.

For instance, I have been working as an international teacher for almost four years, which had allowed me to learn and adapt my instruction using different resources and tools that I did not have access to when I was teaching in my native country. Teaching in the United States has given me excellent and powerful experiences that have helped me grow personally and

professionally. One of the challenging experiences I have had during this time was teaching reading in the middle of a pandemic and being forced to adapt my teaching instruction. I had to change my traditional teaching instruction to synchronous and asynchronous instruction. This was the first time I had the opportunity to teach remotely with students at home; it was difficult the first weeks. I thought that I would not be successful in this journey. I was not prepared, and technology was not part of my teaching instruction, especially for reading. Even though I was aware of the importance of using technology in the classroom, I did not think it was necessary for reading instruction.

Based on my experience using synchronous and asynchronous education these past years, the biggest challenge was finding appropriate resources for teaching the reading standards and vocabulary. As a teacher, it was essential to get my students engaged and motivated in reading, see growth in their reading levels, and have a positive and friendly environment to learn and have fun. Accomplishing the objectives of teaching the reading standards and vocabulary was complex; motivating my students to collaborate with their peers, participate in reading, doing small groups for guided reading, and encouraging them to do their assignments was a lot. This difficulty was that we were not trained in using digital resources to teach reading standards and vocabulary to our students in and out of the classroom. We were not trained to use specific applications, platforms, and equipment like computers, tablets, Chromebooks, etc.

This project aims to offer a website to teachers who are using synchronous and asynchronous instruction. This website provides access to digital reading resources, vocabulary practice, lesson plan templates to use in synchronous and asynchronous settings, PowerPoint presentations and Google Slides that go along with lessons plans with techniques and strategies

for guided reading groups in synchronous instruction. This website has some tools to access reading comprehension passages, games for practice vocabulary, and more.

This website will benefit new teachers who have not had the opportunity to work with these digital reading and vocabulary tools and additional resources for teachers who have experienced working with these tools. In addition, this website is helpful for instructional coaches to help other teachers when they have difficulty teaching reading and vocabulary to students. English language learners (ELLs) will also benefit directly from this website as the teachers will give them access to passages, lessons, games, and more to be engaged, motivated to learn, and continue practicing the vocabulary and reading in a fun way. The teachers can see their reading growth.

This project is important for the TESOL community because teachers and students will have a great tool to develop vocabulary and reading skills. Furthermore, it will encourage teachers to continue researching new resources and strategies to implement in their instruction while using synchronous and asynchronous learning. Deepa et al. (2022) stated that adopting technologies in schools has gained momentum during the Covid-19 pandemic. Therefore, we need to continue to research, learn, and collaborate with other teachers about the resources available to us. Finding appropriate resources to teach vocabulary and reading to our ELLs is vital as reading is one of the four skills that our ELLs need to develop. However, Parris et al. (2017) pointed out that the basic communication skills that our ELLs have acquired are because of the day-to-day interaction with their classmates and teachers. However, being in a virtual education situation, how can we help our ELLs continue to grow in cognitive-communication skills and continue to grow in reading and practicing vocabulary? According to Aldhanhani and Abu-Ayyash (2020), students who have poor fluency in reading in the early stage of their

academic life will have problems in the future, and their academic performance will be affected. Additionally, it is crucial that ELLs practice the vocabulary already taught to develop their reading fluency skills. That is why having the appropriate resources and strategies is essential and beneficial for our ELLs to develop their cognitive communication and reading fluency skills.

This project will be a great help to teachers who have not had experience teaching reading virtually and teachers who already have this experience. ELLs will benefit the most from this project. This project will motivate teachers to help other teachers and students have a successful teaching-learning process in asynchronous and synchronous reading education.

Chapter 2: Literature Review

Introduction

This chapter will review the literature on using technological resources to engage and support English language learners (ELLs) in synchronous and asynchronous reading instruction and vocabulary acquisition. First, I discuss synchronous and asynchronous learning environments' importance and flexibility to students' engagement in virtual education. Subsequently, I discuss benefits, barriers, and students' motivation to learn in a virtual environment. I then explained writers' points of view about acquiring vocabulary to teach oral reading fluency and comprehension from a text through technology. Finally, I point out the facilitators' and families' roles in a virtual learning environment.

Synchronous and Asynchronous Learning

Over the past years, teachers have increased usage of technology in teaching and learning education. COVID -19 pandemic changed the school life of teachers, parents, and students worldwide. Teachers and schools quickly embraced virtual learning and used resources from global actors to continue learning during the pandemic (Gavrielatos, 2020). According to Cronje (2016), technology in education presents methods and techniques that make the interaction between learners and educators easy and flexible. Cronje (2016) emphasized that it is necessary to adjust to this technology and use it correctly with the appropriate resources to generate learning. This new technology has brought many opportunities to learn but, at the same time,

many challenges to face (Cronje, 2016). In recent years, the implementation of synchronous and asynchronous learning environments has become essential in the educational system. Many teachers had to adapt their teaching instruction to support and engage English language learners (ELLs) to improve reading fluency, comprehension, and vocabulary acquisition. Phelps and Vlachopoulos (2019) defined synchronous and asynchronous as flexible learning that allows learners and facilitators that are geographically separated to communicate. Synchronous learning uses multimedia tools and interactive platforms to interact in live virtual environments; however, there is no live interaction between the learners and facilitators in asynchronous learning.

According to Falloon (2011), synchronous tools used in distance learning motivate learners' engagement. Interactive platforms of collaborative multimedia, such as instant messaging, document sharing, work sessions, live video, and audio, can shorten the transactional distance (TD) between learners, facilitators, and peers. Moore (1993) defined transactional distance (TD) as physical and psychological separation in distance education between the teacher, the learners, and peers. It is crucial to close that gap between the learners and facilitators by using appropriate tools and teaching resources to engage students in active learning and meaningful teaching-learning. In the same way, using the proper tools in an asynchronous environment can also shorten the gap between the agents involved in the learning process (Moore, 1993).

Blending Online Synchronous and Asynchronous Learning

During recent years and since COVID-19 pandemic started, system education has experienced a blending of online synchronous and asynchronous learning. Bonk and Graham (2012) defined blended learning as combining traditional and computer-assisted instruction.

Yamagata-Lynch (2014) conducted a self-study where it was the first time that she designed a 100% online course using both synchronous and asynchronous learning. Eight students participated in this study, one was male, and the others were female. Yamagata-Lynch (2014) applied anonymous initial course surveys regarding online student experiential learning and wrote final reflection papers based on the course. One of the central questions from this study was, “How can the designer/instructor optimize learning experiences for students who are studying about online learning environments in a blended online course relying on both synchronous and asynchronous technologies?” (Yamagata-Lynch, 2014, p. 191). In other words, the Yamagata-Lynch (2014) tried to investigate how teachers enhance students’ learning experiences using these types of online learning. When moving from face-to-face into blended online learning, educators’ most significant challenge was designing and optimizing learning for the students using the appropriate resources to engage them in active learning. Neumeier (2005) stated that “the most important aim of a Blended Learning design is to find the most effective and efficient combination of the two modes of learning for the individual learning subjects, contexts and objectives” (p. 164). Teachers must be aware of using appropriate strategies, resources, and content in a synchronous and asynchronous learning environment.

Yamagata-Lynch (2014) concluded in her self-study that “the instructor/designer’s ability to provide participants with appropriate structures within a flexible shared and virtual space takes a critical role in the success of synchronous online learning” (p. 204). Yamagata-Lynch (2014) stated that in a synchronous online learning space, the instructor/designer needs to reflect and be intentional about the structures made available to participants. For instance, if the instructor assigned the same activity used in a face-to-face setting, the participants would not require the same amount of guidance.

Benefits and Barriers Implementing Technology

Implementing technology into instruction can benefit students and teachers, but there are also some barriers. Carver (2016) conducted a study about teachers' perceptions of barriers and benefits in K-12 regarding technology usage where 68 students were enrolled in online graduate classes in the education department. These participants completed an anonymous survey, which found that most responders taught in elementary schools and used computers and digital projectors in the classroom.

One of the benefits that Carver (2016) showed about technology implementation is that it increased students' engagement and understanding, allowed for instructional differentiation, and more opportunities to use research and evaluating skills. Carver (2016) identified first, and second-order barriers to implementing technology in instruction, including technology availability. These barriers affected the students more than the teachers, which affected both.

Students' motivation in a virtual learning environment

Motivating students to learn is always a challenge for teachers whether in the classroom or virtual learning environment. Beluce and de Oliveira (2015) performed a study about students' motivation for learning in a virtual learning environment. Five hundred seventy-two students enrolled in virtual learning courses participated in this study. They answered an online questionnaire about the types of motivation they had to continue in the virtual learning environment and whether they were intrinsic or extrinsic. The study showed that most of the students who participated in the online questionnaire said they had an intrinsic motivation to continue the virtual learning process. A minority said that extrinsic motivation helped them in

the virtual learning process. Beluce and de Oliveira (2015) concluded that it was necessary to do another, more in-depth study about motivation.

Vocabulary Acquisition Through Technology

English language learners (ELLs) must have explicit instruction in vocabulary; this will help them develop verbal and written communication and have access to expand reading fluency and comprehension using diverse reading texts. Teaching vocabulary through technology to English language learners (ELLs) is implied to the pedagogical applications of digital tools, software, and internet resources to help learners acquire words in the target language (Colmenares, 2018). According to Colmenares (2018), the increase and interest of technology for teaching vocabulary has significantly increased during the last twenty-five years due to the different needs that the learners have presented. These needs are constantly changing as technology has changed and improved. Technology has brought many opportunities and benefits to learn, investigate, and work with digital resources that ELLs can take advantage of to develop their writing and reading skills and be better at vocabulary acquisition.

Nation (2013) proposed the term computer-assisted vocabulary learning (CAVL), which means that learners who acquire a second language can learn vocabulary through different styles like technology. Nation (2013) pointed out that the use of computer-assisted vocabulary learning has several advantages, describing them as follows:

1. It can provide fast and easy access to various resources, including other learners.
2. It can provide multimedia resources.
3. It can provide immediate feedback on success and progress.
4. It can monitor and control learning conditions, ensuring optimal conditions

that are applied according to research findings. 5. It can adapt to the performance of the learner. 6. It can motivate and engage learners. (p. 145)

Nation (2013) has noted that facilitators must select the specific vocabulary to teach while using computer-assisted vocabulary learning (CAVL) because this feature can be prominent.

Huang (2015) conducted a study whose purpose was to investigate how the integration of technology to teach vocabulary meets the needs of diverse learners' vocabulary development in students from second grade. Huang (2015) separated the second graders into the experimental and control groups. Huang (2015) provided several vocabulary-technology integration strategies to the experimental group, such as simple sentences short stories with sound and animation. They were using specific programs to develop these activities. Huang (2015) provided various vocabulary games for the control group that focused on syntax development (e.g., Bananagrams, Chunk word games, Phonics Word Building, and more). Huang (2015) also provided handmade vocabulary games (e.g., bingo, making-word games, and more.). The integration of vocabulary-technology strategies was implemented just in the experimental group. After doing some observations, pre, and post-test to the second-grade learners, Huang (2015) concluded that students were more engaged using the vocabulary software programs; they could play with animated characters and interact with words. Huang (2015) remarked that using technology positively impacted the experimental group. The students' motivation and interest in learning through technology increased compared to the control group. According to Huang (2015), "Using new technologies with vocabulary-technology strategies created a digital learning environment that increased social interaction among students and teachers" (p. 22).

Teaching Oral Reading Fluency Through Technology

Oral reading fluency is the ability to read a text aloud, quickly, respecting punctuation marks and using correct expression (Shanahan, 2005). Shanahan (2005) showed some features on teaching reading fluency used in different approaches that oral teaching fluency has been successful. The first characteristic of fluency instruction includes oral reading, and this characteristic has had a positive impact when used in oral reading practicing compared to silent reading. The second characteristic of oral reading fluency instruction is repetition; students need to practice text aloud repeatedly. The last feature in oral reading fluency instruction includes one-on-one feedback, which could be from the teachers, peers, or parents at home.

Additionally, Kuhn and Stahl (2003) pointed out that oral reading fluency plays an essential role in reading comprehension. Kuhn and Stahl (2003) mentioned two primary theories respecting fluency contribution to a reader's understanding of the text. The first theory is the contribution of automaticity to fluent reading while the second one focuses on the role of prosody. Teaching oral fluency can be a challenge for any teacher.

Many ELLs from K-12 have some experience with technology using computers, smartphones, the internet, and other digital technologies. Other ELLs have little or no experience using technology. However, these students need to be proficient in working with the internet and other technologies for academic learning. (Perego & Boyle, 2017). Perego and Boyle (2017) noted an essential fact that standardized testing will be controlled online, which means that learners must be proficient in using digital devices. In addition, they need to learn about safe, efficient, and critical internet use. One challenge that students using the internet and communication technologies confront is that new navigation and tools to research constantly

appear, displaying new literacies to learn. The internet is a learning environment that is diverse, multi-dimensional and is constantly changing (Leu et al., 2004).

According to Leu et al. (2004), students will need to have a sense of flexibility to adapt and explore new tools and applications that constantly are emerging. These applications show new literacies to learn. Students need to be aware of these new technologies' challenges, especially reading. Leu et al. (2004) suggested that facilitators share new strategies with the students, encouraging them to explore, get involved in new technologies, and use these tools effectively. Teachers can promote oral reading fluency to students, using different webs or computer-based digital reading materials, teachers can integrate audio and different interactive functions to create instructions activities (Chen et al., 2016).

Chen et al. (2016) stated that these interactive digital materials contain classic stories and poetry to help students with oral reading fluency. In addition, e-books technology will help students improve oral reading fluency skills. Using the e-book technology, the students could transfer stories from printed paper to the computer, allowing them to listen to an oral reading demonstration of a story. Many reading platforms are available on the internet, and ELLs can benefit from those platforms to improve their oral reading fluency. Liu et al. (2010) proposed an Audio Book Platform (ABP) in their study that will be beneficial to the EFL students to increase their motivation and oral reading fluency in addition to the use of the repeated reading (RR) method.

Liu et al. (2010) noted that students will use this platform with the computer, and the students will be able to record their voice as the narration of an audiobook. Using the appropriate web-based, computer-based digital reading material and English-language platforms will support, engage, motivate, and develop ELLs' oral reading fluency (Chen et al., 2016).

Teaching Reading Comprehension Through Technology

Reading comprehension is the process to understand and interpret concepts in a text. (Shanahan, 2005). Many components help improve reading comprehension in a student, including phonemic awareness, phonics, oral reading fluency, and vocabulary. The lack of one of these components in students when they want to read a text would result in the student's block of reading comprehension since he/she lacks one of the language skills. (Shanahan, 2005). Shanahan (2005) suggested that teachers ensure that students have enough decoding skills and oral language development to understand and interpret the text.

According to The National Reading Panel Report by Shanahan (2005), there are some strategies that teachers can implement in their instruction to help students with reading comprehension. These strategies improved understanding and memory. Some strategies that have been successful with reading comprehension are “summarization, questioning, story maps, comprehension monitoring, and graphic organizers and more” (Shanahan, 2005, p. 33). However, teaching the combination of these strategies can be beneficial for the students. In addition, using the strategies “I do,” “We do,” and “You do” can be more effective in the reading comprehension of a text. Additionally, Shanahan (2005) suggested that exposing the students to narrative and expository texts is necessary.

Teaching reading comprehension strategies to students and using digital passages can be challenging. According to Coiro (2003), “Electronics texts introduce new supports as well as new challenges that can have a great impact on an individual’s ability to comprehend what he or she reads” (p. 458). Coiro (2003) pointed out that the internet has brought new ways students can interact with texts; however, students who learn to use only conventional print can be complex, confusing, and overwhelming to understand and interpret meaning from reading digital passages.

Coiro (2003) suggested that teachers need to ask important questions to know students' difficulty in reading comprehension using lectures on the internet - questions such as:

Is the comprehension process different on the internet? What new thoughts require the processes beyond those needed to comprehend conventional print? Are these process extensions of traditional comprehension skills, or do web-based learning environments demand fundamentally different skills? What implications do these differences have for comprehension instruction assessment and professional development if comprehension is different on the internet? (p. 458)

According to Coiro (2003), there are extensive interactive web-based learning programs, resources, and tools that students can use to improve their reading comprehension in a text. Additionally, Coiro (2003) suggested that students could have the opportunity to interact with other students using some digital text through embedded tools, such as for electronic discussion boards and synchronous chat environments. These tools provide diverse exposure and multiple diverse perspectives. Coiro (2003) encouraged teachers to teach the students to formulate some questions when they read a text in a web-based environment, to make it easy for them to understand the meaning of a text. Coiro (2003) suggested questions, for example, "How should I navigate this information? How can I expect to interact with this environment? What is my role or task in this activity? And finally, how can I add to this body of knowledge?" (p. 460). Coiro (2003) noted that teachers' roles should be fostering literacy learning with technology, guide readers with the appropriate web-based learning texts, model effective and flexible strategies to use students in reading comprehension tasks.

Facilitator's Roles in Teaching in a Distance Web-based Environment

Becoming a distance web-based environment teacher brings challenges and responsibilities. Facilitators who are teaching in a virtual learning environment must be aware in the implementation of their roles in an online environment. Muñoz and Moncada (2010) identified some roles that teachers from the University of Antioquia, Colombia, developed after interviewing the teacher and students registered in an English reading comprehension course. The data collected from students and teachers showed five roles that regular English teachers experience when educated in a web-based environment. The categories that Muñoz and Moncada (2010) identified are the following: technical knowledge expert, immediate feedback, interlocutor in non-traditional student-teacher communication, time management advisor, and constant motivator.

According to the Muñoz and Moncada (2010) technical knowledge experts must know about computers, programs, platforms, and especially the platform used as class. In addition, the facilitator should have enough computer knowledge to help students when they are struggling with the computer setting. For instance, one of the students commented in the interview that they were waiting for the automatic feedback from the assigned platform after taking an assignment. If the platform was not programmed to correct the activity, it could make them frustrated and anxious when they did not have immediate feedback. Muñoz and Moncada (2010) concluded that facilitators and program designers must make the necessary adjustments to the platforms to ensure that students get the feedback they were looking for after completing a task.

Interlocutor in non-traditional student-teacher communication. Muñoz and Moncada (2010) explained that “For the teacher, the web-based course limited his/her interaction with students.” (p. 79). Muñoz and Moncada (2010) stated that it is challenging for teachers to

communicate with students because some students do not use the platforms correctly when they have doubts about clarifying. Also, Muñoz and Moncada (2010) noted that some students feel uncomfortable using forums, chats, or emails to have direct communication with the teacher. Muñoz and Moncada (2010) pointed out that face-to-face education is different from having it online. For instance, it is much easier to have a relationship between teachers and students who participate in classes every day than communicating through a screen. Frequently, teachers cannot name the pictures on the platforms because sometimes students do not use one. The teacher's challenge is to use the necessary strategies to communicate effectively with their students.

Another teacher's role is the management of the time. Teachers must use email, chats, forums, and other types of communication to remind students about the assignments that they will evaluate and the feedback they will provide (Muñoz and Moncada, 2010) According to Muñoz and Moncada (2010), it is challenging for students to manage their time. Students also have different tasks when taking online classes, so teachers must fulfill this vital role. In addition, another role is consistently motivating. This role is one of the essential ones, and the teacher must be able to encourage and motivate the students to do a great job even if it has many challenges (Muñoz & Moncada, 2010).

Roles of Families in Virtual Learning

Family roles in the virtual learning process are significant, especially in early education. Currie-Robin and Smith (2014) conducted a study about the roles of families in virtual learning. According to Currie-Robin and Smith (2014) the implementation of virtual learning requires the participation of parents and teachers with solid communication. However, teachers and parents

can decide the way they want to communicate. Currie-Robin and Smith (2014) suggested that the teachers let the parents know what to do and work with their kids. The teachers should suggest to parents some strategies to participate and get engaged in the virtual learning process. At the same time, students will be engaged and will achieve the classes' goals. Currie-Robin and Smith (2014) called the teachers a “learning coach” because they are the most interested and have the most effective participation levels in this process. For students to succeed in this kind of learning, it requires the participation of the parents.

Conclusion

Through technology, learning is flexible and efficient where both teachers and students have adapted to it to obtain meaningful learning in the teaching process (Cronje, 2016). Synchronous and asynchronous classes have allowed many students to continue learning flexibly while physically separated during the pandemic. (Gavrielates, 2020). These learning environments have been advantageous because they have minimized the transactional distance (TD) between the teacher and the learner while using online environments (Moore, 1993). At the same time, synchronous and asynchronous learning motivate learners where they can use many tools, resources, and platforms to interact with each other (Fallon, 2011).

There are many benefits of using technology in education. Carver (2016) concluded in his study that technology brings many opportunities to learn through the research for new tools and resources, increasing students' engagement and understanding. However, Carver (2016) informed some barriers that students and facilitators must deal with, like, technical abilities. Therefore, teachers must be aware of their roles in virtual learning education. Muñoz and Moncada (2010) have identified some teachers' roles. Muñoz and Moncada (2010) suggested

that teachers must fulfill them to help, support, and motivate the students to fulfill the objectives in an online learning environment. Likewise, Currie-Robin and Smith (2014) recommended that parents become involved in their children's learning process in a virtual environment, especially in early education by having solid and direct communication with the teacher.

Learning vocabulary through a platform has a positive effect since learners can acquire it using different technology styles (Nation, 2013). Nowadays, many tools and materials facilitate learning and obtaining good oral reading fluency; using the appropriate tools and resources can facilitate the tasks (Chen et al., 2016). Coiro (2003) agreed that the internet has many ways to interact with resources where students can interact with texts. However, it can be confusing for students learning to use conventional print to understand and interpret meaning. Coiro (2003) suggested that teachers should foster technology and guide the students with the appropriate web-based learning texts and teach them some strategies that can help them understand and interpret the meaning of the text.

Chapter 3: Project Design

This chapter explains the website design that will benefit teachers and students in the teaching-learning process using synchronous and asynchronous learning. This website provides digital tools to develop English language learners' vocabulary acquisition, oral reading fluency, and reading comprehension. Additionally, this website will be beneficial for teachers as they will find reading and vocabulary acquisition resources to help, encourage, engage, and support ELLs as they scaffold their reading and vocabulary. The reason for designing the website is to offer teachers and students different digital tools and resources that they can use in synchronous and asynchronous education.

Park and Kim (2016) noted that teachers and students must know and understand computer-based texts clearly and the characteristics of hypertext and hypermedia to use different resources that promote active learning. McKnight et al. (1996) referred to hypertext and hypermedia as texts that have links that direct to multimedia formats and present information, sound, graphics, videos, moving pictures, and more. The links will allow the reader to access information, resources, more data, and enable users to perform new tasks (McKnight et al., 1996). This website will use different links to give the students and teachers access to additional resources and learning activities. Students will use interactive resources to motivate, engage, and scaffold their learning. Likewise, teachers will take advantage of the teacher's resources as they will be informed, help, and facilitate the appropriate reading text to students.

McPherson (2005) suggested that using the internet or computer-based learning activities motivates students to read online materials, exposes students to a lot of information, and readers are active participants. Readers can develop critical reading skills and improve their reading fluency using the appropriate activities. According to McPherson (2005), “Reading is an important online skill” (p. 61). Teachers must encourage students to use their strategies when using computer-based text. Teachers need to match the student's independent reading abilities with the website's reliability to maximize students' reading experiences. Students must learn to use strategies when reading using computer-based text. Park and Kim (2016) conducted a study where they identified some ELLs' reading strategies when using computer-based texts at home and school. Four students were from fourth and fifth grade, and their English proficiency levels were between “Intermediate Mid” and “Advanced Low,” according to the American Council on the Teaching of Foreign Language English proficiency guidelines (ACTFL, 2012). Park and Kim (2016) collected data from spring 2010 until fall 2010, using multiple sources such as observations, ELLs' verbal reports, interviews, documents and field notes, and reflective journals. Park and Kim (2016) concluded that fifteen reading strategies emerged from this study, describing them as follows:

1. Accessing a web page.
2. Accessing hypermedia.
3. Adjusting the reading pattern.
4. Confirming a prediction.
5. Dialoguing.
6. Evaluating the text and deciding what to read.
7. Inferring from the text.
8. Making a connection.
9. Monitoring comprehension.
10. Previewing.
11. Setting up the purpose.
12. Scrolling up and down and moving back and forth.
13. Using computer skills and devices.
14. Using references.
15. Sharing an information source at home and in school. (p. 387)

Some of these strategies are exclusive for using computer-based text. However, some strategies have been modified and transferred from paper-based to computer-based strategies, calling them hybrid reading strategies (Park & Kim, 2016). In other words, students who are reading using computer-based texts can convert paper-based strategies into computer-based strategies to obtain active learning.

This website also considers the term computer-assisted vocabulary learning (CAVL) proposed by Nation in 2013. This term means that learners can learn vocabulary through different styles (Nation, 2013). Nation (2013) pointed out that using computer-assisted vocabulary learning has several advantages. However, Nation (2013) suggested that facilitators select the specific vocabulary to teach using CAVL because it can be prominent.

The design of this website is divided into two sections: the first section is for teachers, and the second section is for students. Teachers and students will benefit from these resources found on the internet and use them in synchronous and asynchronous environments. Parents will also directly benefit because they can actively participate in their kids' learning during the time they are at home. The students can also use these resources inside and outside the classroom. Likewise, this website is an excellent opportunity for teachers to develop their technology skills.

Section one: Teachers' Resources

In this section, teachers will find meaningful information to guide them to prepare their lessons according to their students' needs. Teachers will be able to help, support, engage, and motivate students through the resources from this website using synchronous and asynchronous platforms. Teachers will find some video tutorials explaining specific platforms they are unfamiliar with these platforms. This website includes academic articles that will be beneficial

for new teachers starting to teach virtually, to have more knowledge of teaching online, and the reading skills that ELLs need to develop. This website also has lesson plan templates to use in synchronous or asynchronous settings. PowerPoint presentations, videos, and different activities go along with the lesson plan templates to facilitate teachers' lesson planning. Additionally, teachers will find digital resources to build students' oral reading fluency, reading comprehension, and vocabulary platforms on this website.

Section two: Students' Resources

In this section, students will find various resources to help them develop oral reading fluency and reading comprehension. The design of this website is an excellent tool for ELLs, as they will have the opportunity to acquire new vocabulary or practice the words that students already know by using websites to practice the most common used words. Students will read digital books and digital passages according to their reading level. Additionally, students will use their reading strategies to develop their oral reading fluency, reading comprehension, and critical thinking. Likewise, this section will have access to an entertainment section, which means that students will have access to learning games; in this way, students will learn and have fun at the same time.

Conclusion

The design of this website will be beneficial to teachers, students and parents. Teachers will have the opportunity to get access to various resources that will guide them to help and support their English language learners to develop their reading skills. At the same time, students will be benefit from this tool because they will develop their vocabulary and reading in a

synchronous and asynchronous education. Parents will benefit directly from this website as they will be actively involved in their children's education. These resources will facilitate the teaching-learning process in synchronous and asynchronous environments. Teachers will have the opportunity to develop their technology skills by searching for more platforms to benefit their students. Additionally, this website is an excellent opportunity for teachers to collaborate with their peers by sharing resources, lesson plans, and PowerPoint presentations.

According to Peregoy and Boyle (2017), many ELLs from K-12 have some experience with technology using computers, smartphones, internet, and other digital technology. However, other students have some experience or no experience at all. This website is an excellent opportunity for the ELLs to foster and develop their technology skills by getting familiar with the platforms that they have to work in. At the same time, they will develop their vocabulary and reading skills.

Chapter 4: The Project

This project presents digital learning tools that benefit teachers and students in the teaching-learning process and can be helpful to them in both synchronous and asynchronous learning dynamics. This project provides digital learning tools to develop English language learners' vocabulary acquisition, oral reading fluency, and reading comprehension. Additionally, students will be able to build their technology skills through the different platforms they will be working on. Also, this project is beneficial for teachers as they will find reading and vocabulary acquisition resources to help, encourage, engage, and support ELLs as they scaffold their reading and vocabulary. Teachers will use this website to motivate ELLs to use hybrid reading strategies that can help them better develop comprehension skills (Park & Kim, 2016).

The project can be accessed at www.reading.tools

Section One: Teachers' Resources

In this section, teachers will find meaningful information to guide them in preparing their lessons according to their students' needs. Teachers will be able to help, support, engage, and motivate students by using the resources on this website, using both synchronous and asynchronous platforms. On the website, teachers will find video tutorials explaining media they may be unfamiliar with and academic articles that will benefit new teachers who are willing to learn about teaching online and have knowledge about reading skills to ELLs in a virtual setting.

Additionally, this website also provides synchronous and asynchronous lesson plans templates to help teachers prepare their instruction teaching.

1. Epic

Epic is a digital reading platform built on a collection of 40,000+ popular, high-quality books from 250 of the world's best publishers. Children aged five or older can join this platform, and it is an excellent tool to develop oral reading fluency. Using Epic, students can listen to online books and watch informational and kid-friendly videos using the “read me” option. English language learners can listen to the correct English pronunciation and practice independently. Students can also develop their reading comprehension skills as they read and work on comprehension quizzes that some of the books have at the end. Epic offers books in various languages, and both fiction, and non-fiction books.

Additionally, this tool is excellent for research projects as students can use it to search for a project topic. Students can also learn new vocabulary. If a student does not know a word's definition, they can click on it, and an explanation will pop up, and they can see what that word means. Through this platform, students can build strong reading habits. Epic is an excellent platform with many digital books, audiobooks, and videos available that can aid teachers to guide, support, engage and help their ELLs in oral reading fluency and reading comprehension. Teachers can assign books to the students depending on the grade level, reading Lexile measure, or reading level. In addition, teachers can build virtual book clubs and post books for later discussion via zoom or another synchronous application. Likewise, teachers can assign books by specific reading level or by topic for small group instruction. At the same time, this platform

allows teachers to go to the collection quickly and model reading and strategies. This platform also makes it easy for parents to monitor their children's use of Epic at home.

The following link includes a tutorial video for teachers where they can learn how to use Epic, and it explains all the information that this platform provides: youtu.be/Q46XnR9dAMQ

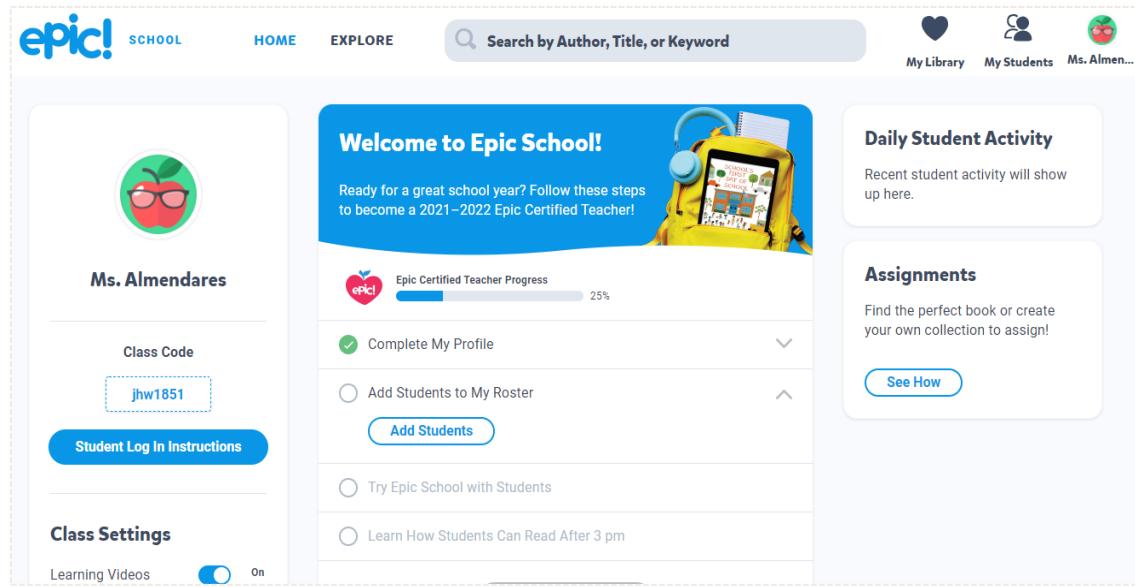


Figure 4.1 Screenshot of Epic homepage

2. Flocabulary

Flocabulary is a digital platform that uses hip-hop songs and videos to connect with reading standards and vocabulary across every subject and grade level. Students master content and standards through engaging videos, reading passages, and short quizzes. This platform is an excellent tool for building a cross-curricular academic vocabulary through the use of vocab cards, vocab games and the development of 21st-century skills through embedded discussion prompts and creating writing opportunities. The Flocabulary digital platform is informative as it has a standard base and allows students to be engaged while learning. The platform is an overall excellent tool for teachers to use to reinforce vocabulary and reading comprehension skills.

Teachers can assign vocab cards, vocab games, read and respond passages, and lyric labs to their students. Additionally, students can challenge themselves by creating lyrics that go along with the music. This digital platform is an excellent tool for classroom and asynchronous learning as teachers can assign these activities through google classroom and discuss them using zoom.

The following link includes a tutorial video for teachers where they can learn how to use Flocabulary, and it explains all the information that this platform provides:
[youtu.be/OI58o1pMXyU](https://www.youtube.com/watch?v=OI58o1pMXyU)

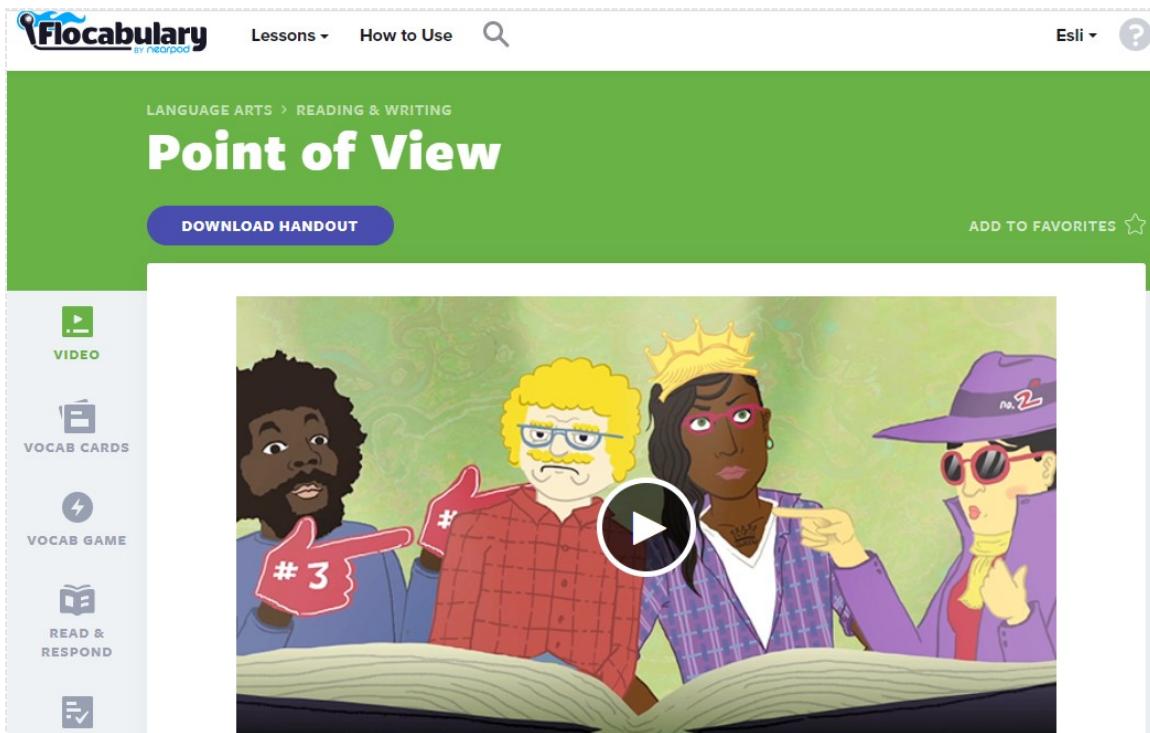


Figure 4.2 Screenshot of Flocabulary lesson page

3. NewsELA

NewsELA is an online reading platform focused on current events and new stories and teachers can set the level for different students' reading levels. Additionally, this platform has

many exciting and engaging articles from authentic news sources, and students can read through them. However, these articles have been rewritten by the NewsELA staff to accommodate the different reading levels of the students. This platform is an excellent tool for students to help them develop their oral reading fluency and comprehension, as students can complete a quiz at the end of each article or story. Teachers and students can monitor reading comprehension and get feedback from the results. Each article has been rewritten in various Lexile levels, and teachers can create a class and assign articles to the students depending on the Lexile levels. The article's title will change, but the content will be easier to read for the students with low reading levels, and it will also be able to challenge the students with high reading levels.

Teachers can quickly look at the platform's library for articles as they are sorted by subject, grade level, and language. Another way to look at articles is through the News category, which has current events. Likewise, in the Text sets category, teachers will find different collections with different themes. NewsELA is an excellent platform that allows students to do more nonfiction reading and helps teachers to differentiate that nonfiction reading, based on their students' reading abilities.

The following link includes a tutorial video for teachers where they can learn how to use and assign articles using NewsELA, it will explain all the information this platform provides: youtu.be/hO_ePaRKvKs

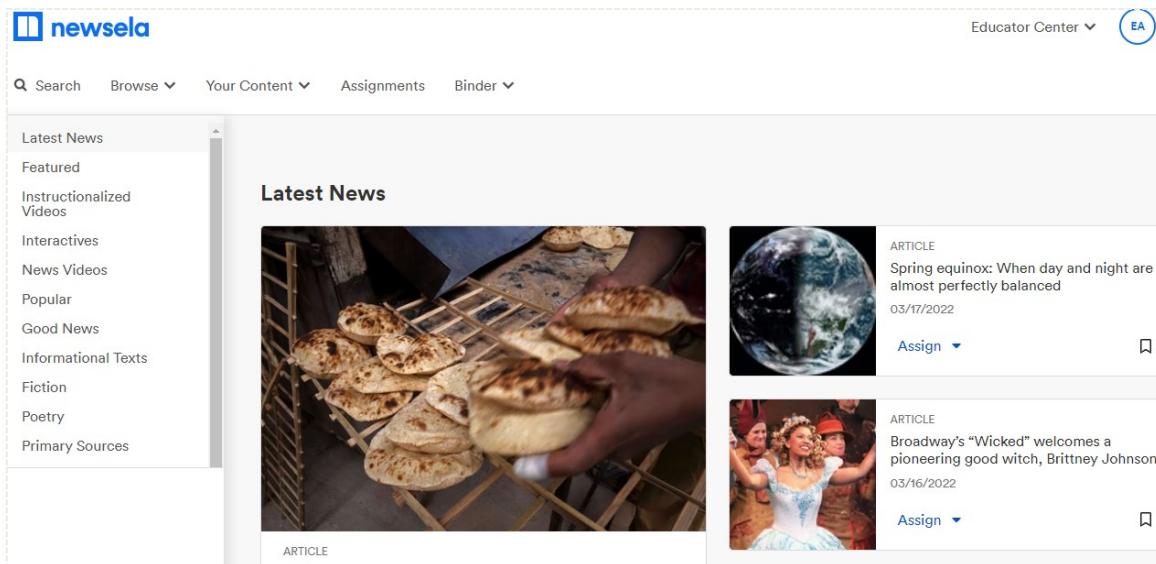


Figure 4.3 Screenshot of Newsela homepage.

4. Quizlet

This platform is an excellent platform which can be used to help students acquire new vocabulary. Teachers can create digital flashcards to help students add to their vocabulary or to practice the words that they already know. Teachers and students can use this platform to study any topic by using interactive flashcards with definitions, pictures, diagrams, and audio. Quizlet is a friendly platform that supports different learning styles like visual, aural reading and kinesthetic. Additionally, teachers can create their digital flashcards and study sets or research activities that other teachers have already begun, so this platform also promotes teacher collaboration. Quizlet can be used individually, collaboratively, at school, or at home. It also has some games where students can compete. This platform is an excellent tool for English language

learners; as they learn the language by using digital flashcards, and they will engage and have fun at the same time.

The following link includes a tutorial video for teachers where they can learn how to use Quizlet, and it will explain all the information this platform provides: youtu.be/c0VkeDUeehE



Figure 4.4 Screenshot of a study set on Quizlet

5. ReadWorks

ReadWorks is a free K-12 reading comprehension platform where the teachers search for and assign reading passages to the whole class or to individual students. The students can apply the skills necessary to read and comprehend the digital texts teachers assign. Using digital passages, students can use hybrid reading strategies such as scrolling, adjusting text appearance, text size, adding paragraph numbers, highlighting text, and adding annotations (Park & Kim, 2016).

After reading a passage, students can answer multiple-choice questions and construct response questions. Students will receive immediate feedback after submitting their work on the multiple-choice questions; however, the teacher must score and give feedback to the constructed response questions. Students will be able to see these comments. Teachers can also allow

students to redo the assignment by editing the answer or do all the work again by clearing all the answers. This website tracks data for the entire class which makes it easy for teachers to identify students' needs and pull small groups of students to work on online test-taking strategies and reading comprehension skills.

The following link includes a tutorial video for teachers where they can learn how to use ReadWorks, and it will explain all the information this platform provides: vimeo.com/528092403

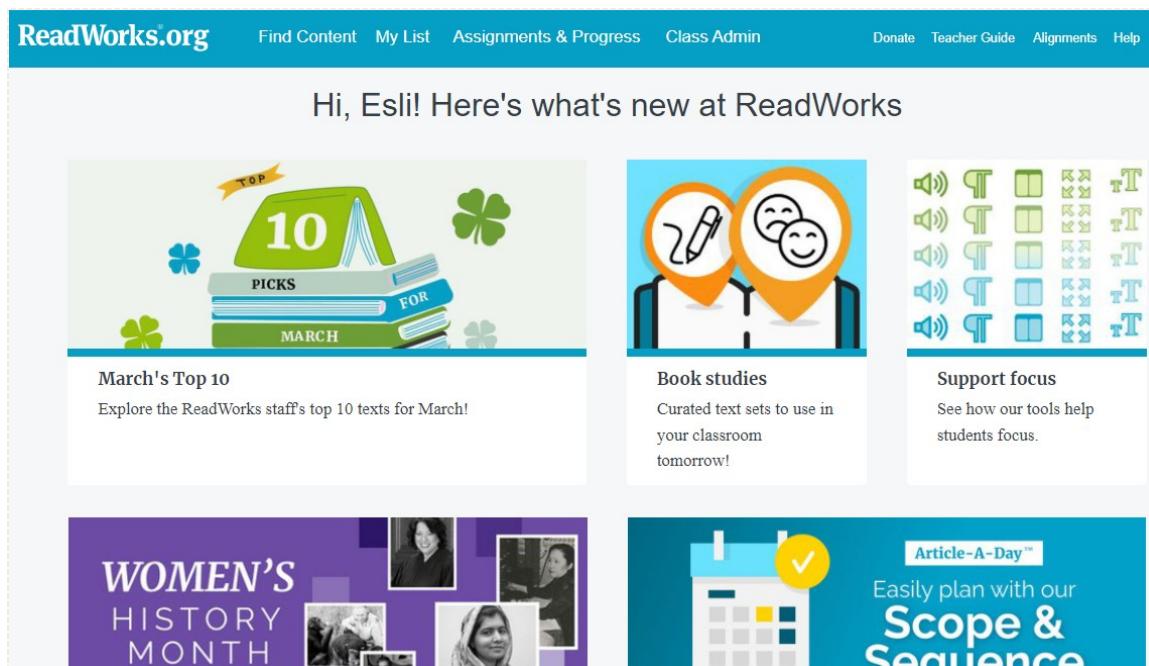


Figure 4.5 Screenshot of ReadWorks Homepage

6. RazKids

RazKids is a K-5 online reading resource appropriate for students to utilize to practice reading and improve literacy skills. Students have access to an online library where they can read interactive ebooks, offered at twenty-nine different difficulty levels. Students access their ebooks in an interactive kid-friendly environment. Students can also listen to the content while they view lightning words and phrases and they can read the book at their own pace using tools and features to make it more engaging. This platform promotes close reading and critical thinking, and oral fluency. After students finish the task, they can take a quiz to check comprehension. As the students read and pass comprehension quizzes, they advance to a new reading level.

RazKids also makes it easy for teachers to manage all students' digital reading. The online teacher management portal provides several different reporting options that allow teachers to quickly monitor students' progress and assign books according to the reading level that matches the students' needs. The following link includes a tutorial video for teachers where they can learn how to use RazKids, and it will explain all the information this platform provides:

youtu.be/CvTq0rf5FvY

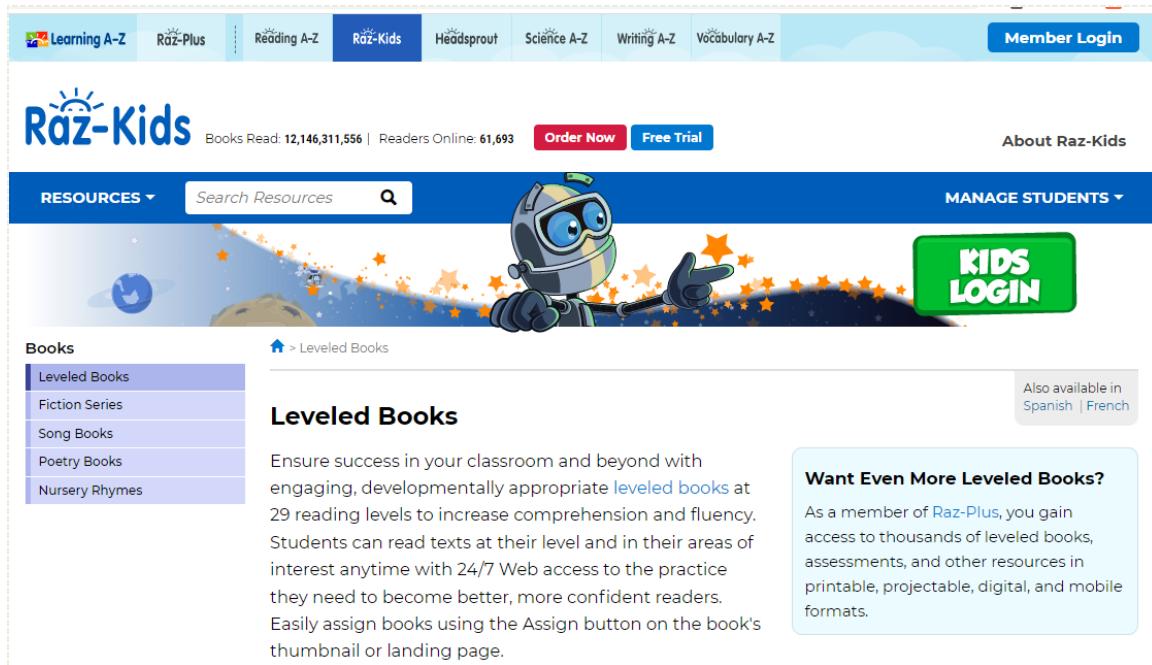


Figure 4.6 Screenshot of RazKids Homepage

7. SeeSaw

This resource is an excellent learning platform for K-5 students; however, this platform has been particularly popular with K-2 students. Teachers can create many fun, engaging and interactive activities for their students to help them study any subject. This platform is a great tool for practicing vocabulary, as students can watch videos, practice with vocabulary flashcards and write sentences. Additionally, students can record themselves reading, so it is an excellent way for them to develop their oral reading fluency, as well as comprehension.

Teachers can take advantage of this platform to monitor their students' progress, by sending feedback, messages, and audio files. SeeSaw is an engaging platform that also allows teachers to collaborate with other teachers.

The following link includes a tutorial video for teachers where they can learn how to use SeeSaw, and it will explain all the information this platform provides: youtu.be/l231B9sk_nl

Figure 4.7 Screenshot of SeeSaw page

Asynchronous lesson plan template

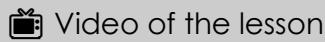
LEARNING-FOCUSED LESSON

Topic:	Jobs & Occupations	Date:
Student's background	This lesson plan is designed for third to fifth-grade Spanish Speakers who are learning English after living in the United States for six months, coming from Honduras, Guatemala, and Mexico. The students are at a low level of English Proficiency.	
Learning goals for this lesson	<ul style="list-style-type: none">Describe community practices using jobs and occupations.Use actions verbs when talking about jobs and occupations.Define the job or occupation that he/she would like to be (Baker, police officer, nurse, etc.)Create phases of short sentences using the actions verbs, jobs, and occupations.	
Students will know:	<ul style="list-style-type: none">The vocabulary of jobs and occupations.Actions verbs to describe the jobs and occupations.	
Students will be able to:	<ul style="list-style-type: none">Recognize jobs and occupations.Write sentences with the appropriate action verb.Speak about what is going to be their job or occupations when they grow up.	
Lesson essential question	What would you like to be when you grow up?	
Key vocabulary:	The students will repeat the vocabulary words of jobs and occupations: <ul style="list-style-type: none">BakerDentistMusicianTeacherDoctorFarmerPolice officerFashion designerFirefighterSoldier	

<p>Grammatical component</p>	<p>The teacher will teach actions verbs. Students are going to write sentences, using jobs and occupations with the appropriate verb.</p> <ul style="list-style-type: none"> · Bake · Design · Clean · Flight · Plant · Play · Protect · Put out · Take care · Teach 																										
<p>Outside resource (video):</p>	<p>▶ Jobs and Occupations: youtu.be/x8tF2aQoukY</p> <p>Instructions: Students will watch the video about jobs and occupations. After that, they will drag and drop or draw in the dream cloud of Seesaw the occupation that they want to have when they grow up. They will see different jobs or occupations.</p> <p>After that, the students will record themselves saying the occupation or job that they choose and why, using the Seesaw tools.</p>																										
	<p>Anchor charts:</p>  <table border="1"> <thead> <tr> <th colspan="2">Community Helpers A to Z</th> </tr> </thead> <tbody> <tr> <td>a-architect</td> <td>l-librarian</td> </tr> <tr> <td>b-banker</td> <td>m-maid</td> </tr> <tr> <td>c-coach</td> <td>n-nurse</td> </tr> <tr> <td>d-dentist</td> <td>o-oil man</td> </tr> <tr> <td>e-engineer</td> <td>p-police officer</td> </tr> <tr> <td>f-firefighter</td> <td>q-quilter</td> </tr> <tr> <td>g-gardener</td> <td>r-resource officer</td> </tr> <tr> <td>h-horse trainer</td> <td>s-scientist</td> </tr> <tr> <td>i-illustrator</td> <td>t-teacher</td> </tr> <tr> <td>j-judge</td> <td>u-umpire</td> </tr> <tr> <td>K-kindergarten teacher</td> <td>v-vet</td> </tr> <tr> <td></td> <td>w-weatherman</td> </tr> </tbody> </table>	Community Helpers A to Z		a-architect	l-librarian	b-banker	m-maid	c-coach	n-nurse	d-dentist	o-oil man	e-engineer	p-police officer	f-firefighter	q-quilter	g-gardener	r-resource officer	h-horse trainer	s-scientist	i-illustrator	t-teacher	j-judge	u-umpire	K-kindergarten teacher	v-vet		w-weatherman
Community Helpers A to Z																											
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i-illustrator	t-teacher																										
j-judge	u-umpire																										
K-kindergarten teacher	v-vet																										
	w-weatherman																										

Learning activity of writing:

Instructions: Students are going to watch the video of the lesson, then they will match the occupation on the left with the tools that each occupation uses by drawing a line, writing the verbs of each occupation as well. After this activity students will write the correct verb next to the job, then they will write a sentence using the job or occupation verb. Later on, students are going to answer my questions; "What is my job?" and "What do I do in my job". Finally, students are going to play a Kahoot.



Video of the lesson

www.loom.com/share/

7f47ceea19564ec595640522a4f4149a

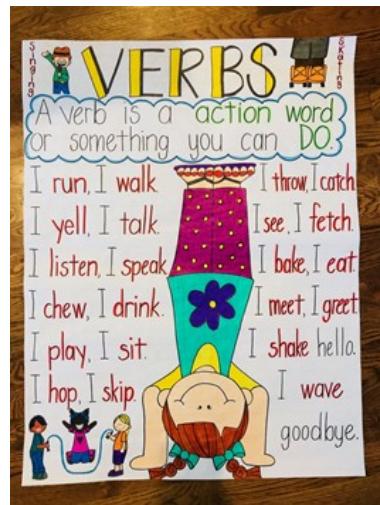


Google Slides

[docs.google.com/presentation/d/](https://docs.google.com/presentation/d/18m1GgLvNVjxYFJ_3yUTPTgSUwHc8Je-FU3FPYSdsR5E/)

18m1GgLvNVjxYFJ_3yUTPTgSUwHc8Je-FU3FPYSdsR5E/

Anchor charts



Assignment:

Complete the Kahoot

Kahoot (05707387)

Synchronous lesson plan template

LEARNING-FOCUSED LESSON

Topic:	Adjectives	Date:
Student's background	<p>This lesson plan is designed for third to fifth grade Spanish Speakers who are learning English after living in the United States for six months. The students are at a low level of English Proficiency.</p>	
Learning Goals for this Lesson	<ul style="list-style-type: none">Students will learn about adjectives and how they are used to describe nouns.Students will also learn how including adjectives into their sentences can improve their writing skills.	
Learning Goals for this Lesson	<ul style="list-style-type: none">Students will learn about adjectives and how they are used to describe nouns.Students will also learn how including adjectives into their sentences can improve their writing skills.	
Students Will Know:	<ul style="list-style-type: none">How to use an adjective to describe a noun.How to use adjectives to describe people, places, animals and more.	
Students Will Be Able To:	<ul style="list-style-type: none">Describe objects, people, places, animals using the right adjectives.Write sentences with the appropriate adjective.Describe themselves using the right adjectives.	
Lesson Essential Question	How can we use the appropriate adjective to describe people, places, and objects?	

<p>Warm up activity (2 min)</p>	<p>The teacher will play the game "Find something at home" with the students</p>
<p>Last lesson review (3 min)</p>	<p>"Jobs and Occupations" vocabulary</p>
<p>Key vocabulary</p>	<ul style="list-style-type: none"> • Baker • Doctor • Fashion designer • Dentist • Farmer • Firefighter • Musician • Police officer • Soldier • Teacher
<p>Lesson of adjectives. (5 min)</p>	<p>Introduction of grammar "The adjectives"</p> <p>The teacher will introduce adjectives using a PowerPoint presentation.</p>
	<p> Google Slide: Lesson docs.google.com/presentation/d/1ZMIhHtjEwHV9CBPaTfjGYnf3huirN9rV_cSjh19DMzE/</p> <p>Students will listen and read some sentences, where they will review some adjectives.</p> <p> Web Resource https://global-asp.github.io/storybooks-esl/stories/en/0003/</p>
<p>Controlled speaking practice of above adjectives (4 min)</p>	<p>After hearing and reading the sentences together. Students will play a game where they will identify adjectives in a sentence.</p> <p>Students will read the sentence and move the correct adjective in the box.</p>
	<p> Google Slide: Identifying adjectives in a sentence docs.google.com/presentation/d/1-ZObfz-S7LO9R-iiyXW4Mi14hTTB-r38L9QZplgKGQE/</p> <p>Students will talk freely; they will describe themselves using the adjectives they learned in the lesson.</p>

2 minutes

Homework: Students are going to see a video about adjectives. After that, they will take a picture describing themselves using the proper adjectives. Students will complete the activities in Seesaw as their homework.

Seesaw homework

<https://app.seesaw.me/a/e46b82e5-d372-435f-aeef-ed279406e459>

Anchor charts:



Outside resource

Video: What is an Adjective

<https://youtu.be/QxoDGIPUmyU>

Academic Articles

In this section, teachers can find a blog with interesting academic articles about teaching in virtual learning. These articles are helpful for new teachers who are transitioning from teaching in a live classroom to teaching in virtual learning environments, which could be synchronous or asynchronous settings, and the teachers who are already working in virtual learning. These articles provide essential information about the benefits and barriers of implementing technology into instructions, what motivates students to be in a virtual learning environment, the roles of families in virtual learning, and more. This blog allows teachers to know more about virtual learning through these excellent articles that experts have written. In addition, this blog will enable teachers to collaborate, as they can interact and report their observations, thoughts, and experiences using the comments section box. That way, teachers can read to each other and respond to it.

READING



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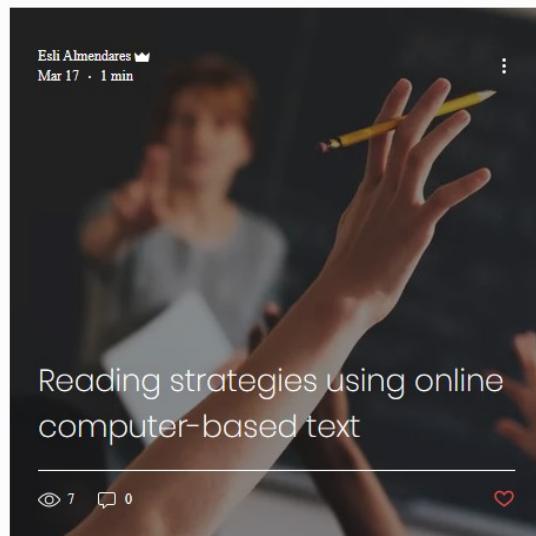
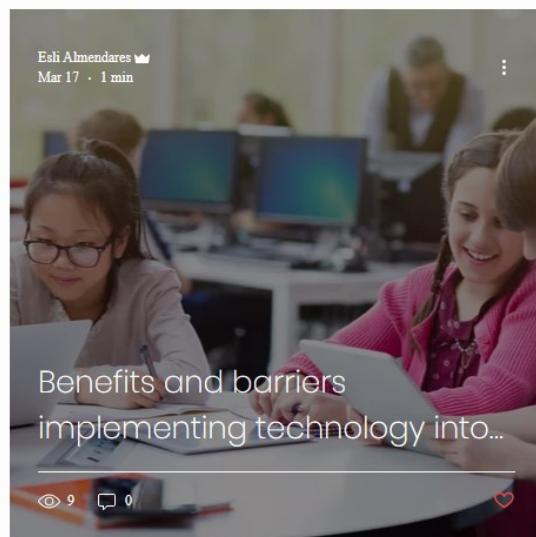


Figure 4.8 Screenshot of Articles blog on Reading.Tools

Section two: Students' Resources

Students will find various resources to help them develop oral reading fluency and reading comprehension in this section. The design of this website is an excellent tool for ELLs, as they will have the opportunity to acquire new vocabulary or practice the words that students already know by using sites to practice the most commonly used words. Students will read digital books and digital passages according to their reading level. Additionally, students will use their reading strategies to develop their oral reading fluency, comprehension, and critical thinking. Likewise, this section will have access to an entertainment section, which means that students will have access to learning games; in this way, students will learn and have fun at the same time.

1. My Storybook

My Storybook is a helpful digital learning platform to help students develop their writing and reading skills. This platform is a friendly tool for the students that promotes their creativity, where the students can create their own stories using characters, drawings, scenes, and text. Additionally, they develop their technical skills and become good writers when students use this tool. This digital learning platform is an excellent tool for our English language learners as they are getting familiar with new vocabulary and developing reading and writing skills. When students create their books, they have the opportunity to publish their work and share it with their classmates and friends.

The following link includes a tutorial video for teachers where they can learn how to use My Storybook, and it will explain all the information this platform provides:
youtu.be/shnlaMDFZUK

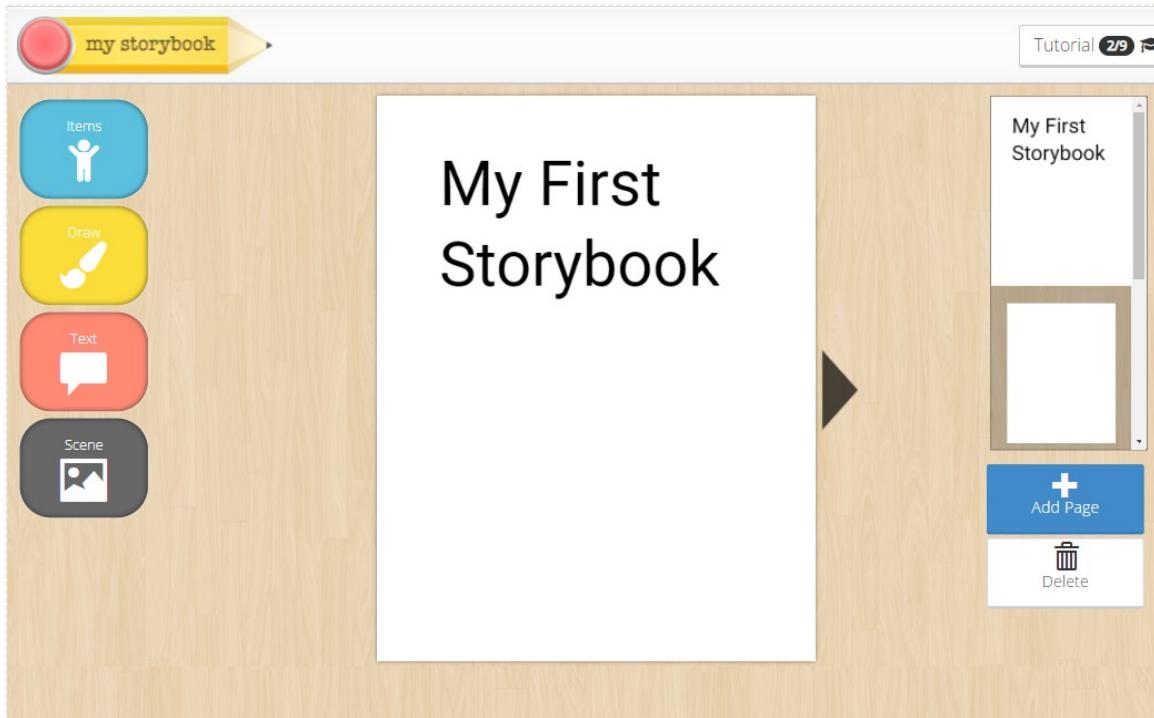


Figure 4.9 Screenshot of My first book homepage

2. PBSKids

PBSKids is a comprehensive digital learning platform, practical learning in a fun way.

This resource is friendly for kids to navigate. This platform makes a positive impact on the lives of children through curriculum-based entertainment with positive role models and content designed to nurture a child's total well-being. This digital platform can significantly impact students from K to 8th grade and allow them to explore new ideas and worlds through television, digital media, and community-based programs. Students can use this platform's videos, ebooks, games, podcasts, and songs. PBSKids promote parenting roles, where parents can help their children at home; navigate through it and have fun together. To get access to this platform go to pbskids.org

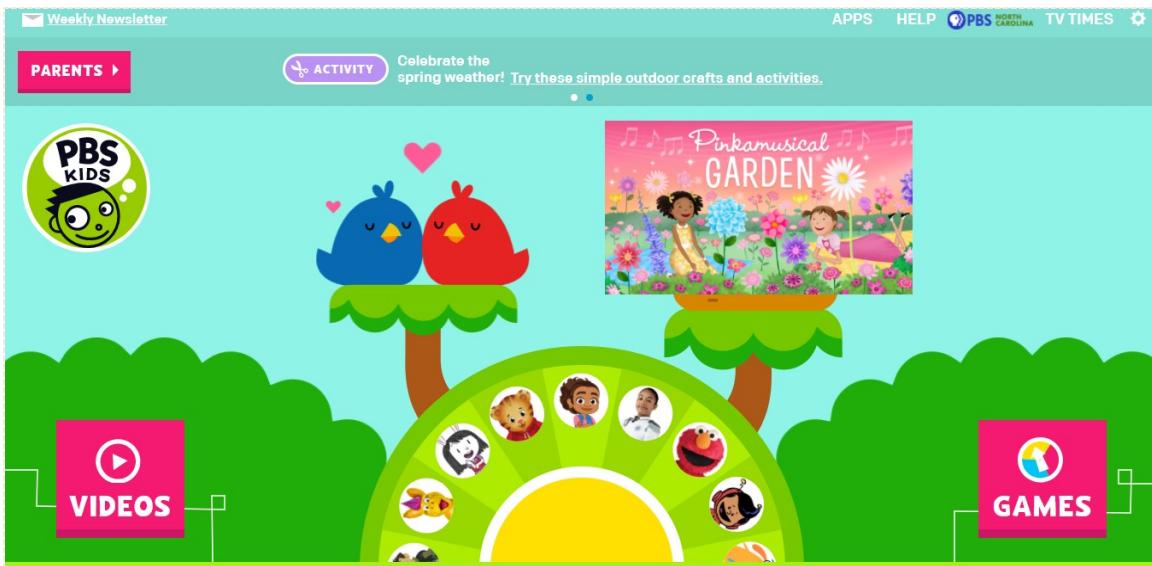


Figure 4.10 Screenshot of PBSKids Homepage

3. Education.com

Education.com is a fantastic learning platform that contains many resources that are helpful for teachers and students. This platform is organized by grades levels, subjects, and standards. Additionally, it includes a special section with English learners' support resources and adjustable resources for English learners. Teachers can benefit from this fantastic resource. They will find printable worksheets, guided lessons, lesson plans, hands-on activities, create assignments, and more to help, encourage, and motivate their students. This platform also includes interactive games and an extensive library organized by reading levels. Students can benefit from this platform and develop their reading oral fluency and comprehension using this website's reading comprehension strategies. Education.com can be used in the classroom, guided by the teachers, and at home, where parents can get involved and be part of their kid's education.

The following link includes a review video for teachers where they can learn how to use Education.com, and it will explain all the information this platform provides:

youtu.be/q9cw04w0Ne4

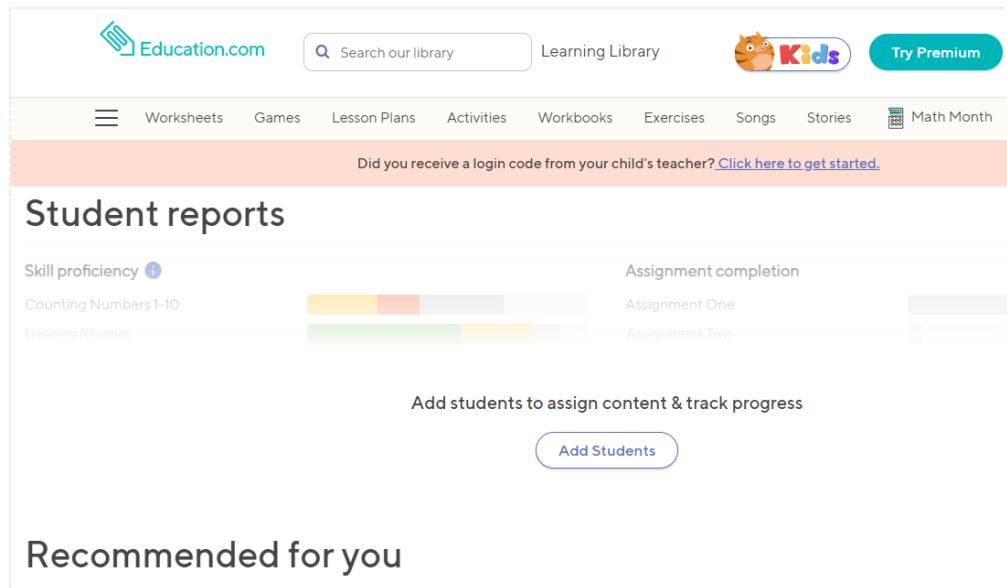


Figure 4.11 Screenshot of Education.com

4. Bingo Baker

This platform allows the creation of interactive bingo sheets according to the topic that the students are learning. Bingo Baker has thousands of bingo cards that teachers and students can use for many occasions. The bingo cards are easy to print, and teachers can decide how many cards to print and play with their students in the classroom. Bingo Baker also can be played online using any computer, phone, or tablet. Teachers can use the bingo card generator to make their custom bingo cards with words, images, and colors. This platform is an excellent tool for ELLs as they can acquire new vocabulary or practice the language they already know.

The following link includes a tutorial video for teachers where they can learn how to use Bingo Baker, and it will explain all the information this platform provides:
youtu.be/lObPwnLMBTw

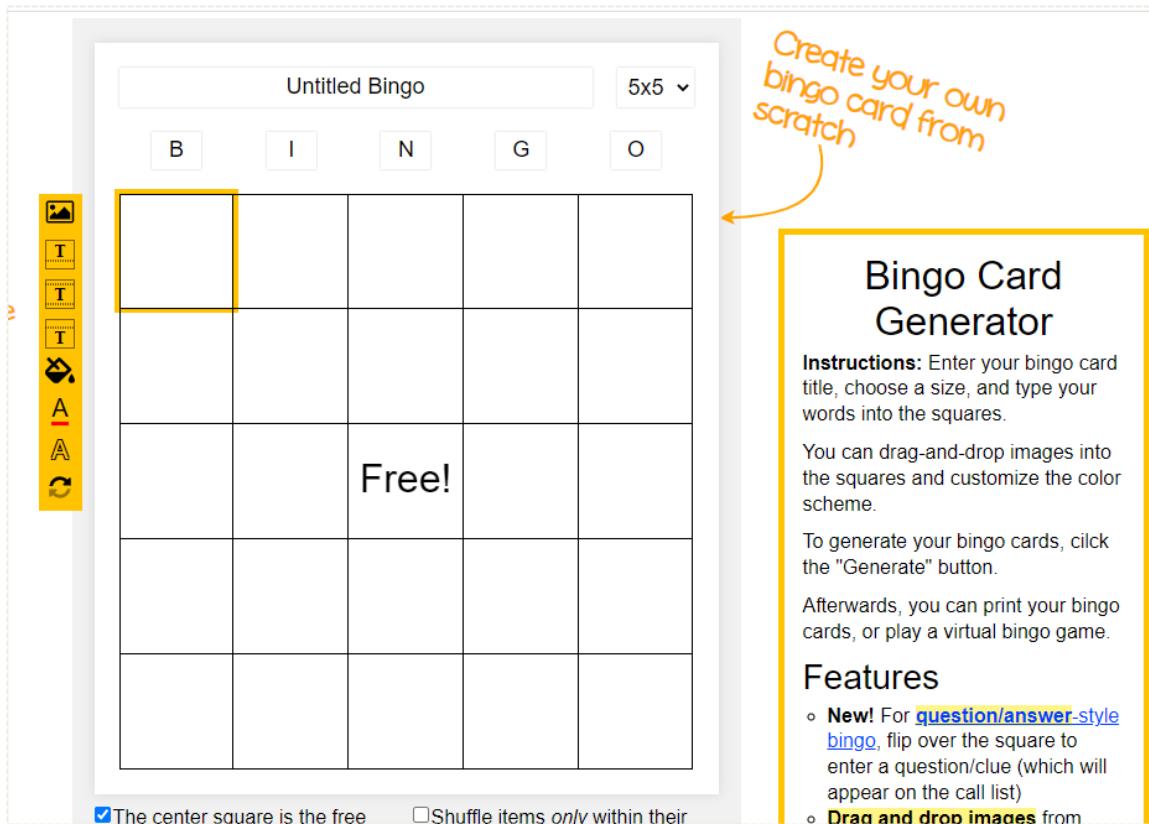


Figure 4.12 Screenshot of Bingo Baker Cards Generator

5. Flipgrid

Flipgrid is an excellent resource that ELLs can use to practice the four domains of their language proficiency. The Flipgrid is a learning platform that allows educators to ask questions to the students, and then the students record a response in a video format. Using this digital platform is a different way for teachers to engage and motivate their students to respond to questions about a topic by doing a video. Students can reply to each other and use academic English to reply to the teacher. Flipgrid is a good practice for ELLs as they can practice their oral

Sep 3, 2020

Morning meeting / Saludo

6 responses • 24 views • 0 comments • 0.3 hours of discussion

Graba un video contandole a la clase que haces en cada para cuidarte y no enfermarte del coronavirus / Record a video telling to the class what do you do to take care of yourself and not to get sick with coronavirus.

8 views

6 Responses

	Name	Date	Comments
<input type="checkbox"/>	Derionna M 1 view	Sep 11, 2020	-
<input type="checkbox"/>	Charly O 5 views	Sep 11, 2020	-
<input type="checkbox"/>	osmar 3 views	Sep 10, 2020	-
<input type="checkbox"/>	Ricardo R 5 views	Sep 10, 2020	-
<input type="checkbox"/>	Mason B 4 views	Sep 10, 2020	-
<input type="checkbox"/>	Christopher Rubio 6 views	Sep 10, 2020	-

Microsoft Legal Help Center About App Downloads

Made with love by your Flipgrid friends. © Microsoft 2022

Figure 4.13 Screenshot of Flipgrid homepage.

fluency by reading short passages and showing what they can do to the class. Additionally, teachers can record a video, giving the students instructions on the assignments they have to complete. Also, teachers can provide feedback on the student's projects by writing them a comment or recording a video.

The following link includes a tutorial video for teachers where they can learn how to use Flipgrid, and it will explain all the information this platform provides: youtu.be/2S1CSY0KiGk

6. Kahoot

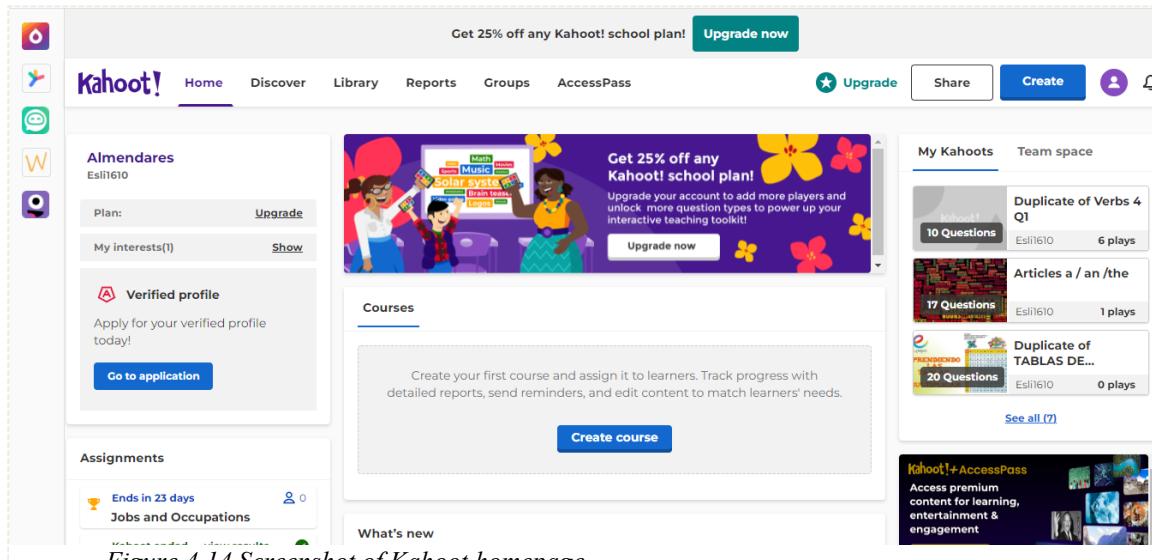


Figure 4.14 Screenshot of Kahoot homepage

Kahoot is one of the platforms many people use in the education system and other companies. This resource is an educational learning platform that allows teachers to create fun learning games and quizzes anytime. This platform works for many subjects, where it is easy to set up in different languages, and students can use any device to play. Teachers and students also can look for other existing games in the library. Kahoot is a beneficial tool; students can play in a live classroom, in asynchronous or synchronous settings. Kahoot is an excellent resource for ELLs to practice vocabulary acquisition, where they can identify vocabulary using pictures, definitions, or sentences. Kahoot is one of the favorite platforms for many students because they can learn and at the same time have fun.

The following link includes a playlist of tutorial in video for teachers where they can learn how to use Kahoot, and it will explain all the information this platform provides:

youtube.com/playlist?list=PLVpm5New2Rw-StW-dFikh3BEVx78CSPyR

7. Wordwall

Wordwall is a fantastic online tool where teachers can create different learning activities to engage their students and check their learning and understanding. With this platform, teachers can enter the topic they would like to cover with the students and get a variety of ready-made, fully customizable activities such as quizzes, word games, maze chases, matchups, etc. This platform has many templates that teachers can use to create the learning activities or decide to start from scratch and create their own. Teachers can set tasks for groups or individual learners by giving them an access code. Additionally, students can use this platform for self-study as they can decide which content to use in the activities. This online tool is an excellent resource for English language learners, as they can acquire vocabulary through games, pictures, definitions, and much more.

The following link includes a tutorial video for teachers where they can learn how to use Wordwall, and it will explain all the information this platform provides: [youtu.be/Y7H76TXXkp0](https://www.youtube.com/watch?v=Y7H76TXXkp0)

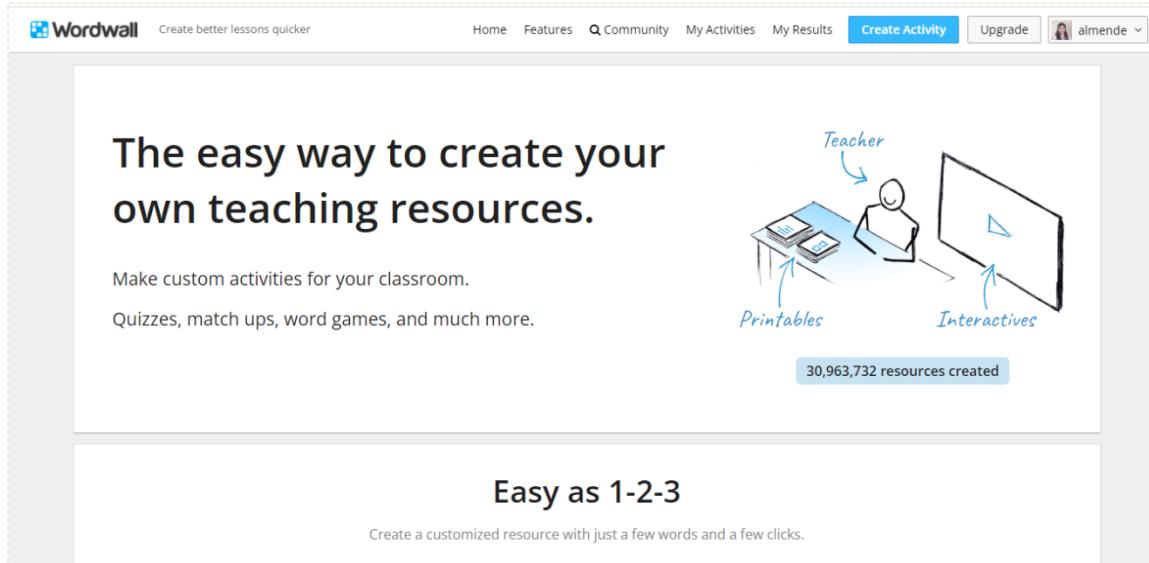


Figure 4.15 Screenshot of Wordwall homepage

Chapter 5: Conclusions

Reading.Tools has been designed as a website to guide the community of teachers who work in virtual learning environments. It provides resources that are helpful for teachers to motivate, engage, and support English language learners to develop oral reading fluency, reading comprehension, and vocabulary acquisition. Teachers can use this website in synchronous and asynchronous settings and in the classroom. Students and parents can benefit from this website because it provides different and engaging resources for students that they can use to scaffold their reading skills, and parents can supervise and get involved in their kids' education from home.

In recent years, teachers have increased their use of technology in teaching and learning education. Likewise, COVID -19 pandemic changed school life, and technology became essential for virtual learning and used resources from global sources to continue learning during the pandemic (Gavrielatos, 2020). Therefore, students and teachers were forced to learn and get used to technology. According to Kellner (2001), students should learn how to use new forms of computer literacy; they should know how to research information and understand the computer culture with digital texts, games, interactive multimedia, and more. Reading.Tools is an excellent opportunity for English language learners to develop their technology skills using the different resources this website provides to improve their research and reading skills. This website also is an excellent opportunity for teachers to develop their technology skills and collaborate with other teachers as they become experts in the different resources.

Researching for this project and designing this website have been a tremendous experience because I have put into practice what I have learned from my teachers in the courses I took previously to do this project. I have learned how to navigate and use new digital platforms with this project, and now I am more aware of how to use Flocabulary, Newsela, My Storybook, Education.com, and some other digital resources that are listed on this website. Now I have the opportunity to implement them in my teaching instruction to help my students develop their reading skills and encourage them to use hybrid reading strategies when using digital texts (Park & Kim, 2016).

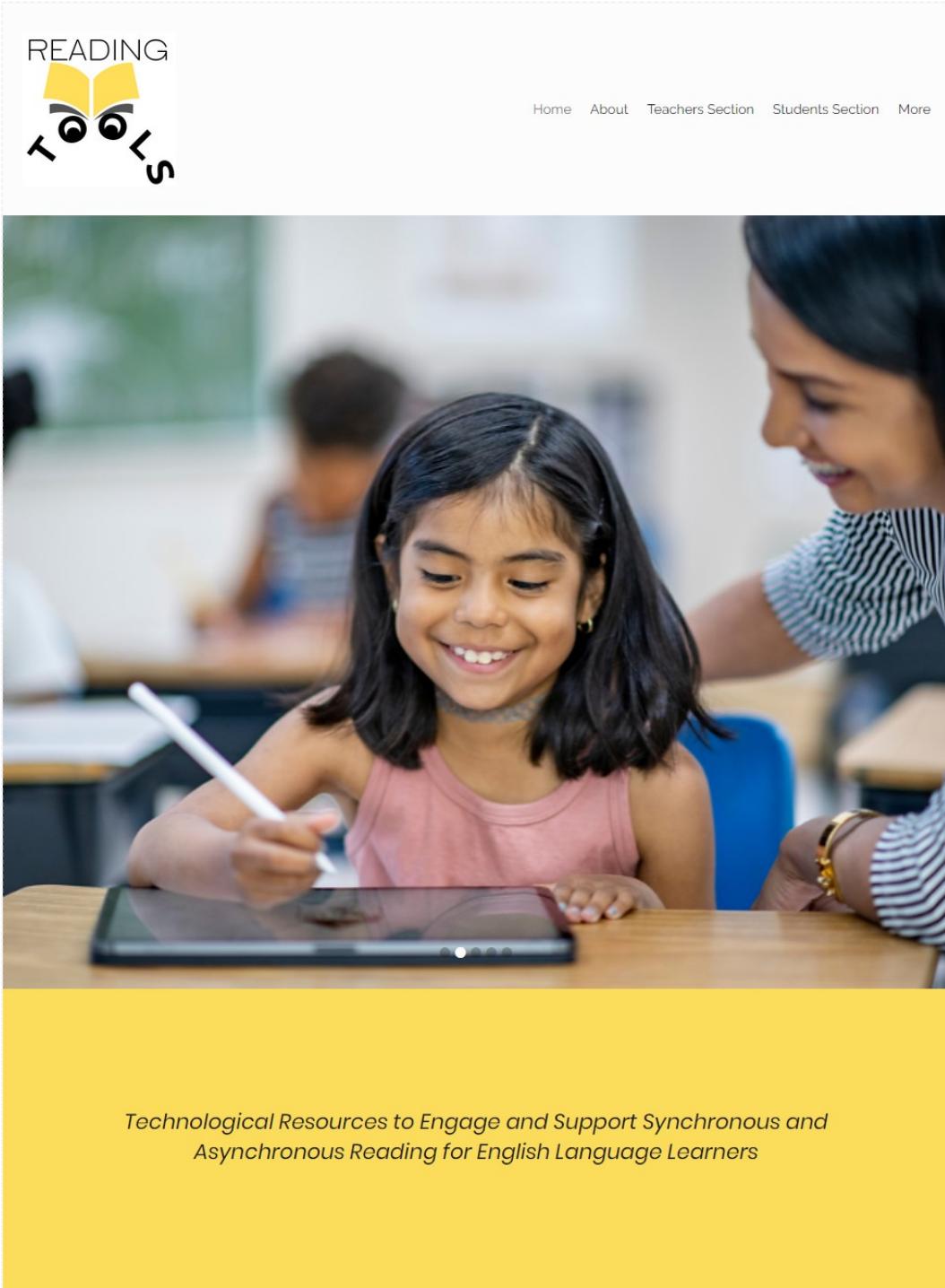
With this project, I hope to reach a large community of teachers looking for new and engaging digital resources to implement in their teaching instruction. Reading. Tools is an excellent tool for teachers who are willing to use digital resources to motivate, help and support their students to develop reading skills in a virtual learning environment, either in asynchronous or synchronous settings or face to face. At the same time, I hope to reach many students who want to learn by having fun with the available resources on this website. Additionally, I would like this project to be used by the TESOL community, teachers, students, and parents who want to collaborate on improving the teaching-learning process of ELLs. This product can also be used in the classroom, guided by the homeroom teachers.

Reading.Tools can be updated as new student needs arise, with new resources beneficial to teachers, students, and parents. This website has been designed with resources to improve reading fluency, reading comprehension, and vocabulary acquisition. However, it has the potential to include other domains to help ELLs improve their English language skills. Also, the academic articles blog in the teacher's section can continue implementing more educational

articles about virtual teaching and have other topics so that the TESOL community can always be at the forefront of new information to help their students.

Using the website Reading.Tools is an excellent opportunity for teachers, students, and parents to have more knowledge of different resources that can be used in virtual learning, either synchronous or asynchrony. The design and development of this project have brought me a satisfying experience where I have been able to learn and overcome challenges and I have grown academically and professionally. I hope that this website will be accepted by all the people who want to do their best to help, support, and motivate the students to succeed in learning English as a second language

Appendix A: *Reading Tools* Screenshots



The image is a screenshot of a website for 'Reading Tools'. The header features the word 'READING' in a bold, black, sans-serif font above a stylized logo. The logo consists of a yellow book with two black eyes and a smiling mouth, flanked by the letters 'T' and 'S' on either side. To the right of the logo is a navigation bar with links: 'Home', 'About', 'Teachers Section', 'Students Section', and 'More'. Below the header is a large photograph of a young girl with dark hair, smiling as she uses a white stylus on a tablet screen. A teacher with dark hair and a striped shirt is visible in the background, smiling and assisting her. The website has a white background with a yellow footer bar at the bottom.

Technological Resources to Engage and Support Synchronous and Asynchronous Reading for English Language Learners



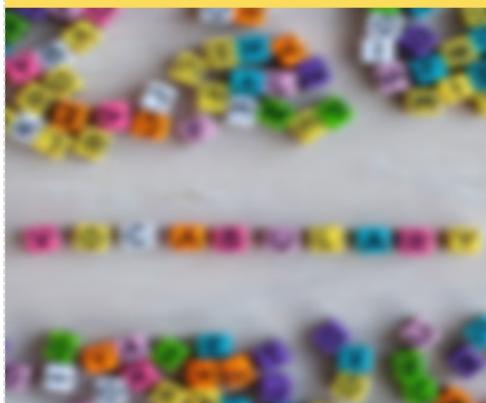
Teachers' Section

We have categorized all the resources on:

 A **Catalog of digital tools**, with a short review and video tutorials.

 **Lesson plans templates** < for synchronous and Asynchronous learning>

 A selection of beneficial **Articles about reading** that will help your teaching instruction.



Digital tools

Find here resources to help, engage, and motivate students as they develop their oral reading fluency, comprehension, and new vocabulary acquisition. This section has a short description of each digital tool and video tutorial, explaining how to use them correctly. Teachers can use them in synchronous and asynchronous learning environments and schools.



Synchronous and Asynchronous lesson plans Templates

Each lesson plan has been designed thinking of ELLs' needs to develop their reading skills. These lesson plans contain PowerPoints presentations with appropriate content and diverse resources to engage and motivate students from home.



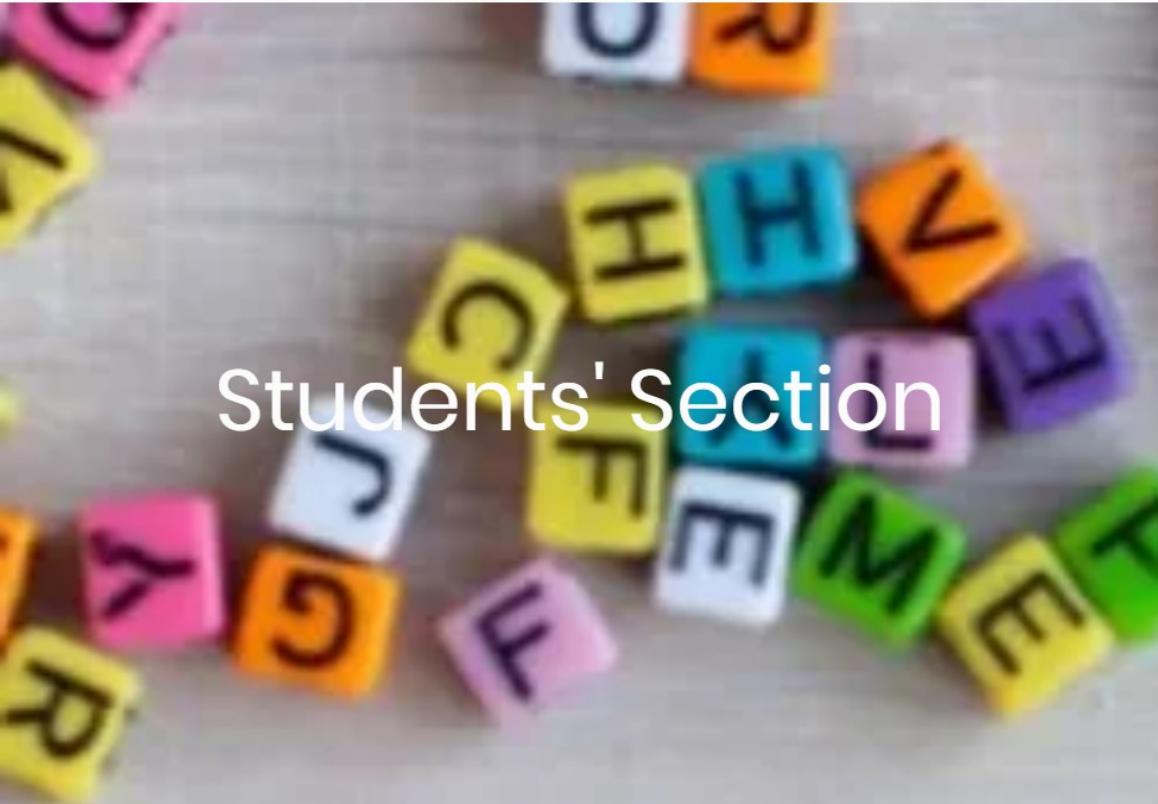
Articles

We have selected interesting academic articles about virtual learning. We highly recommend reading these articles to those willing to improve their teaching instruction.



[Home](#) [About](#) [Teachers Section](#) [Students Section](#) [More](#)

Students' Section



Reading &
Vocabulary tools



Entertaining Center

About us:

At **Reading Tools**, we are constantly looking for new and better English language acquisition resources.

We search, rate, and evaluate digital resources that can help teachers and English language learners to develop their reading skills.

We categorize all resources to be used as *synchronous* and *asynchronous* learning and in the classroom.

Look at the [**Teachers' section**](#) for digital resources to support and guide students in reading comprehension and vocabulary acquisition, reading lesson plan templates, and some articles.

Finally, in the [**Students' section**](#), surprise your students with learning games and essential tools specially designed to improve their reading fluency, comprehension, and vocabulary acquisition.



ReadingTool is presented by *Esli Almendares* in partial fulfillment of the requirements for the degree of
MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES.

Greensboro College, NC.

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